

CENTA Certification and Micro-Credentials

Hallmark of excellence in teaching

Rooted in high standards and aligned with market needs, CENTA Certification and Micro-Credentials is a certification of competencies based on in-depth, technology-enabled submissions. Signalling a hallmark in professional excellence for school teachers, it is designed to recognize outstanding teaching professionals and connect them with opportunities towards merit-based career paths and professional development. Several schools and school groups are now using the CENTA Certification and Micro-Credentials in teacher recruitment and even internal promotions and for supplemental roles.

The CENTA Certification comprises of five Micro-Credentials, each covering a different aspect of teaching. The CENTA Micro-Credentials can be earned independently or together (to earn the CENTA Certification).

CENTA Micro-Credential	What it assesses
1. SUBJECT EXPERTISE	Subject knowledge, Conceptual understanding and ability to relate topics through real-life examples
2. CLASSROOM COMMUNICATION	Ability to teach through pedagogical methods and resources aligned with learning objectives, in different classroom settings (including online teaching-learning)
3. CONTENT DEVELOPMENT & PLANNING	Understanding and ability to develop content and lessons plans, considering appropriate sequence of topics and right pedagogical methods and resources
4. STUDENT ASSESSMENT & REMEDIATION	Knowledge of purpose and tools of assessments; ability to design appropriate assessments depending upon their objective, derive generic and student specific insights and develop appropriate remedial steps.
5. PROFESSIONAL COMPETENCIES	Self-development, ability to interact and build relationships with peers, students, parents and community, problem solving ability, work planning and time management, communication skills

Technology in Education will shortly be added as a sixth CENTA Micro-Credential. All Micro-Credentials EXCEPT for Professional Competencies are specific to different subject-grade combinations.

All Micro-Credentials are relevant for In-service teachers, B.Ed. students, coaching/tuition centre professionals. Specific Micro-Credentials are also relevant for supplemental roles; For example, 'Content Development and Planning' for content developers, text book authors, curriculum designers, school resource coordinators; 'Student Assessment and Remediation' for professionals in Assessment organizations or remedial programs.

Subject-grade combinations

CENTA Certification is currently available in 14 subject tracks: Primary¹ (mix of Language, Maths and EVS), Middle School English, Middle School Maths, Middle School Science, Middle School Social Studies, High School English, High School Maths, High School Physics, High School Chemistry, High School Biology and High School Economics.

Levels of Certification

Level 1²: Typically relevant for teachers with 0-3 years of experience

Level 2: Typically relevant for teachers with 3-10 years of experience

¹ *Subject Expertise Micro Credential (MC 1) is not available for Primary subject track. Primary subject track is available in English, Hindi, Marathi, Tamil and Telugu*

² *Content Development & Planning and Professional Competencies Micro-Credentials not available in Level 1*

Level 3: Typically relevant for teachers with more than 10 years of experience

The process

The entire process is online, so candidates can pursue it from anywhere. Assessments involve a mix of objective proctored test and practical exercises³ and uploads into an e-portfolio system. Each Micro-Credential requires an effort of 8-10 hours over a period of time.

For more details on CENTA Certification and Micro-Credentials, please visit www.centa.org/certification

³ Level 2 and Level 3 need access to classroom and students. Level 1 does not need access to classroom and students.

Overview of 'Subject Expertise' Micro-Credential

Competencies assessed in this Micro-Credential:

i. Subject Expertise:

All levels

- **Knowledge** of content and procedures of your subject.
- **Conceptual understanding** of different topics of your subject.
- Ability to **explain different topics** using appropriate **real-life examples**.

Additionally for Level 2 and Level 3

- Conceptual understanding of the **relationship among different** topics of your subject.
- Ability to give **real-life examples** which **integrate multiple topics** of your subject.

Additionally for Level 3

- Conceptual understanding of the **relationship of your subject with other subjects**.
- Ability to give **real-life examples** that **integrate your subject with other subjects**.
- Knowledge of **developments** related to your subject, which are beyond the textbook and **relate them to pre-existing knowledge**.

ii. **Basic written and verbal communication for all levels.**

Instruments used to assess this micro-credential:

All levels

1. Proctored Test (1.5 - 3.5 hours)
 - a. Multiple Choice Questions on Subject⁴ of choice
 - b. Constructed Response Questions (Short answer based questions) on Subject of choice
 - c. An essay on a given topic- test of written communication
2. Three self-videos on given topics, for 1-1.5 minutes each

Including both instruments, our estimate is that the candidate will have to spend approximately 3-4 hours to complete the submission requirements (we provide a total time frame of one month, within which the candidate can spend the 3-4 hours flexibly).

⁴ Subject Expertise Micro-Credential is not available for Primary (Mix of Language, Maths and EVS) test track.

Overview of 'Classroom Communication' Micro-Credential

Competencies assessed in this Micro-Credential:

i. Classroom Management:

All levels

- Understanding of common **classroom management techniques** for involvement, positive disciplining, addressing diversity in learning needs etc. in the type of **classroom setting**.
- **Organization of the classroom** to create conducive learning environment.
- Teaching the topic using **pedagogical methods and resources aligned with learning objectives**.
- Teaching with relatable **examples**, including using student experiences when relevant.
- Spending the **time** of the class productively and making learning participatory.
- **Theories** related to how children learn and how learning connections are made with age.
- Understanding of the **diversity in learner characteristics and learning patterns**.

Additionally for Level 2 and Level 3

- Adapting **pedagogical methods and resources** to the **learning levels** of the class and different **classroom settings**.
- **Involving all children**, addressing diversity in learning needs, and including those who are disengaged.
- **Observing** individual strengths and development areas in students and displaying **positive reinforcement**.

Additionally for Level 3

- Regularly **adapting one's own methodology** to incorporate **implicit student feedback** and **classroom situations** and keep students continuously engaged.
- Leveraging classroom situations and student experiences to **create 'live' examples**, scenarios and discussions for various topics.
- **Coaching teachers in a constructive and impactful manner**, on various aspects of classroom management (*mainly the ones listed above*).

ii. Verbal communication (**for all levels**):

- Use of correct **language**.
- Ability to express a thought clearly in a **structured** manner.
- Ability to **interpret and extract relevant information** from any communication.
- **Sensitivity** in communication especially in classroom situations.

iii. **Basic Subject Knowledge, Understanding and Application** in any one subject of choice (out of 14 subject-grade combination options provided) and **basic written communication for all levels**.

Instruments used to assess this micro-credential:

All levels

1. Video 1⁵: Submission of a 15-20 minute long video related to a particular theme. E.g. Introduction of a topic
2. Answers to given questions based on Video 1
3. Video 2: Submission of a 15-20 minute long video related to a particular theme. E.g. Indirect teaching techniques
4. Answers to given questions based on Video 2
5. Reflective exercise: Submission of answers to a few reflective questions, based on the candidate's own classroom experience as well as expectation from teachers
6. Proctored Test (1 hour)
 - a. Multiple Choice Questions on
 - Subject of choice (basic level)
 - b. An essay on a given topic- test of written communication

⁵ If any interested candidates has issues related to classroom access for teaching the subject-grade combination he/she is interested in, please contact us at certification@centa.org. For Level 1 candidate each classroom video is replaced by demo/self-video accessing similar competencies.

c. Summarizing a given audio – test of verbal comprehension.

Additionally for Level 2 and Level 3

7. Description of strengths and development areas of 20 students in a pre-defined format

Additionally for Level 3

8. Coaching exercise: Submission of 'feedback' on a video provided by CENTA

Including all 8 instruments, our estimate is that the candidate will have to spend approximately 8 to 10 hours to complete the submission requirements (we provide a total time frame of one month, within which the candidate can spend the 8 to 10 hours flexibly).

Overview of 'Content Development and Planning' Micro-Credential

Competencies assessed in this Micro-Credential:

i. Content Development:

All levels⁶

- Knowledge of different types of **planning resources**, and the process to create each.
- Understanding of a well-written **learning objective**, **specific competencies** it is referring to and **general and subject-specific pedagogical methods** and resources.
- **Theories** related to how **children learn** and how **learning connections are made with age**.
- Understanding of the **diversity in learner characteristics and learning patterns**.
- Understanding of and ability to use **common technologies and ICT resources for teaching-learning process**.

Additionally for Level 2 and Level 3

- **Create learning objectives** for a given topic, keeping in view **holistic development** of children.
- Understanding of **concept linkages and order of teaching among different topics of your subject**.
- **Select/modify pedagogical methods and resources** and **create a lesson plan/ text book chapter** considering learning objectives and classroom context.
- **In-depth understanding of different technologies, their purpose** and their role in teaching learning and **inculcating technology capability in students**.

Additionally for Level 3

- **Create new resources** considering learning objectives and classroom context.
- **Create/modify a given lesson plan** for different groups of students according to their needs.
- Knowledge of **developments** related to **pedagogical methods and resources** and ability to **critically analyze** their usage.
- Knowledge of **developments** related to **technology in education** and their ability to support teaching-learning processes and student assessment.
- Identifying the usage of ICT to **facilitate differentiated learning**.
- **Coaching teachers in a constructive and impactful manner**, on various aspects of content development and planning.

ii. Written communication (**for all levels**):

- Use of correct **language**.
- Ability to express a thought clearly in a **structured** manner.
- Ability to **interpret and extract relevant information** from any communication.
- **Sensitivity** in communication.

iii. **Basic Subject Knowledge, Understanding and Application** in any one subject of choice (out of 14 subject-grade combination options provided) and **basic verbal communication for all levels**.

Instruments used to assess this micro-credential:

All levels

1. Lesson Plan: Submission of a lesson plan on a topic of your choice
2. Answers to given questions based on the Lesson Plan submitted
3. Proctored Test (1.5 - 2.5 hours)
 - a. Multiple Choice Questions on
 - Subject of choice (basic level)
 - Subject specific content development
 - Generic content development
 - b. Constructed Response Questions (Short answer based questions) on

⁶ Content Development Micro-Credential is not available at Level 1, though the Level 1 competencies would be assessed for Level 2 and Level 3.

- Subject specific content development
 - Generic content development
 - c. An essay on a given topic- test of written communication
 - d. Summarizing a given passage – test of reading comprehension
4. Three self-videos on given topics, for 1-1.5 minutes each

Additionally for Level 3

5. Coaching exercise: Submission of 'feedback' on a lesson plan/ textbook chapter provided by CEN TA

Including 5 instruments, our estimate is that the candidate will have to spend approximately 8-10 hours to complete the submission requirements (we provide a total time frame of one month, within which the candidate can spend the 8-10 hours flexibly).

Overview of 'Student Assessment and Remediation' Micro-Credential

Competencies assessed in this Micro-Credential:

i. Assessment and remediation

All levels

- Understanding of **assessment objectives, methods and tools**
- Ability to **select/ modify an assessment**, considering the assessment objectives and the classroom context.
- **Analyze** assessment results (qualitative and quantitative), **derive insights** on common and student specific misconceptions and identify **appropriate teaching strategies**.
- **Communicate feedback** on specific misconceptions.

Additionally for Level 2 and Level 3

- Understanding of the **best practices of assessment design**.
- **Create and implement an assessment**, considering the assessment objectives and the classroom context.

Additionally for Level 3

- Knowledge of **developments** related to assessment design with **critical analysis** of their usage.
- Relate **student misconceptions** with their **behavioural characteristics** as part of root cause analysis.
- **Coaching teachers in a constructive and impactful manner** on assessment design for a given context, and insights/ remediation measures derived from performance analysis.

ii. **Basic Subject Knowledge, Understanding and Application** in any one subject of choice (out of 14 subject-grade combination options provided) and **basic written and verbal communication for all levels**.

Instruments used to assess this micro-credential:

All levels

1. Assessment Design⁷: Submission of an assessment which will be administered for the students
2. Performance data for the students on the assessment
3. Analysis of the performance data: Qualitative and Quantitative for the group of students as well as four specific students
4. Remediation measures: For the group of students as well as four specific students
5. Proctored Test (1.5 – 2 hours)
 - a. Multiple Choice Questions on
 - Subject of choice (basic level)
 - Subject specific assessment
 - Generic assessment
 - b. Constructed Response Questions (Short answer based questions) on
 - Subject specific assessment
 - Generic assessment
 - c. An essay on a given topic- test of written communication
6. Three self-videos on given topics, for 1-1.5 minutes each

Additionally for Level 3

7. Coaching exercise: Submission of 'feedback' on an assessment design/ performance data provided by CENTA

Including all 7 instruments, our estimate is that the candidate will have to spend approximately 8 to 10 hours to complete the submission requirements (we provide a total time frame of one month, within which the candidate can spend the 8 to 10 hours flexibly).

⁷ This Micro-Credential needs access to a set of students (atleast 10), for Level 2 and 3 for whom the candidate can administer an assessment. Access to students is not required for Level 1.

Overview of 'Professional Competencies' Micro-Credential

Competencies assessed in this micro-credential⁸:

- Self-Development
 - Focus on continuous improvement through **self-reflections** and specific **professional growth initiatives** and assess their **impact on student learning outcome**.
 - On-going engagement with the profession, by **writing, researching, contributing** lesson plans, etc. and share learning in informal and formal settings.
- Teamwork, Leadership and Coaching
 - **Working well in teams** and **proactively taking initiatives** to lead one's own classroom as well as **teams/ groups in the school, in organization activity as well as in teaching-learning activity**.
 - Understanding of **best practices for collaboration, teamwork, leadership, professional feedback and coaching**.
 - Receiving and providing **professional feedback** constructively.
 - **Coaching** teachers in a constructive and impactful manner.
- Relationship with students
 - Nurture **positive relationship** based on mutual respect.
 - Role model **positive behaviour**.
 - Develop individualised **plans for each child's learning**, by collaborating with concerned people.
 - Identify students requiring **exceptional support** and make the **case for a policy exception** to school administration if required.
- Interaction with Parents and Community
 - **Engaging** parents and community in child's development and **leading parent and community engagement activities** at school level.
- Work Planning and Time Management
 - **Planning time**, prioritising and sequencing activities, and responding to dynamic situations.
 - Focus towards **quality** and getting into **sufficient level of detail** for a given task.
 - **Coaching peers** and less experienced colleagues in work planning and time management.
 - Define goals and develop an **appropriate plan** to achieve them.
- Understanding of policies and student safety
 - Knowledge of commonly used school, board and government **rules and policies**.
 - Explaining policies to peers, students and parents.
 - Engaging in the **process for development and updating of school policies** as well as understanding exceptions.
- Problem Solving Ability
 - Fundamental **logical ability**; e.g. ability to recognize patterns, linkages.
 - Focus on goals, their root cause analysis, assessment of **multiple approaches for problem solving** and judgement in converging from them to arrive at a decision.
- Verbal and written communication
 - Use of correct **language**.
 - Ability to express a thought clearly in a **structured** manner.
 - Ability to **interpret and extract relevant information** from any communication.
 - **Sensitivity** in communication.
- **Technological awareness**

Instruments used to assess this micro-credential:

All levels

1. Detailed information on Professional Development and Knowledge Sharing related initiatives taken up by the candidate – to be submitted in pre-defined format
2. Submission of three weekly self-reflections

⁸ This Micro-Credential is not subject specific. It is also currently available only for Level 2 and level 3

3. Surveys⁹ of Principal, Sample Peers, Sample Parents and Sample Students (except for Primary grades)
4. Video interview by an Expert Assessor focusing on various competencies mentioned above
5. Proctored Test (1.5 hours)
 - a. Multiple Choice Questions on various competencies mentioned above
 - b. Constructed Response Questions (Short answer based questions) on various competencies mentioned above
 - c. Summarizing a given audio – test of verbal comprehension.

Additionally for Level 2 and Level 3

6. Submission of two Child Development Plans

Additionally for Level 3

7. Submission of a Plan for the vision defined by the candidate based on his/ her role
8. Coaching exercise: Choice of coaching on classroom video / content (chapter)

Including all 8 instruments, our estimate is that the candidate will have to spend approximately 8 to 10 hours to complete the submission requirements (we provide a total time frame of one month, within which the candidate can spend the 8 to 10 hours flexibly).

⁹ For Level 1 of this Micro-Credential, the surveys are not a mandatory requirement.